

FOCUS WEEK

3 – 7 June | *Student Diversity & Wellbeing*

Two Way Learning: Across cultures, and classroom practises to support Indigenous and CALD learners with Rachel Leigh Taylor on 4th June 2024

- 10:49:42 From Errin - Velg Training
Good morning, everyone. Welcome to today's webinar: Two Way Learning: Across cultures, and classroom practises to support Indigenous and CALD learners Presented by: Rachel Leigh Taylor
- 11:00:21 From Mirella Roche-Parker
Good morning :)
- 11:01:41 From alexandra Gordon
Morning
- 11:01:44 From Errin - Velg Training
You can download the PDF copy of the PowerPoint for today's session via the following link: N/A
- 11:07:44 From Leonie - Velg Training
To access the link being discussed by Rachel: <https://www.8ways.online/>
- 11:10:36 From Leonie - Velg Training
Supportive resource about implementing these 8 ways of learning: <https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/media/documents/languages-s3-s5-aboriginal-pedagogies-support.docx>
- 11:19:43 From Helen Read
Making sure students feel they are in a safe space to freely interact
- 11:20:10 From Mirella Roche-Parker
Quite often - a bit of "riffing" can help creativity & learning, even if not quite on topic :)
- 11:20:26 From Sandra Perry
Fun engagement I find students learn when they are having fun and tasks.
- 11:25:50 From Sandra Perry
Love this :)
- 11:40:44 From Errin - Velg Training
Q. What is Experiential Learning and what are the benefits of using this teaching methodology?

- 11:41:30 From Susan Griffith
sometimes it can be useful for learners to experience what's not working in order to see a preferred way
- 11:41:38 From Aimee Afflick
using learners pre-existing knowledge?
- 11:41:38 From Michelle Cole
Applying knowledge
- 11:41:58 From Marie Anderson
Learning from mistakes in a safe environment
- 11:41:58 From Penny Brereton
Contextualisation to their lives. Much more meaningful.
- 11:42:02 From JoAnne Bowman
Opportunity to apply and reflect on what they are learning.
- 11:42:03 From Mark Van Lith
Linked to the workplace
- 11:42:22 From Corey Reibelt
We have courses where they need to renew licences every 3 years. As the course has a mix of new entrants and renewals it is a good way of asking the renewals their experience in specific circumstances. That way the new entrants can gather information from their settings and the new entrants can add in what they have experienced.
- 12:04:57 From Errin - Velg Training
Q. What are the challenges that you have in integrating vocabulary building into industry specific teaching?
- 12:05:04 From Corey Reibelt
Our industry has a vaaaaaast number of acronyms
- 12:05:17 From Corey Reibelt
And they can be very similar sometimes
- 12:05:38 From Michelle Cole
Agree with Corey as to our industry too..... maybe it's across the board.
- 12:05:49 From JoAnne Bowman
Ditto
- 12:05:52 From alexandra Gordon
The student not having the background knowledge to understanding what the vocabulary used
- 12:06:47 From Marie Anderson
A trainer needs to hold current competencies which means being up to date with industry specific language and practices in order to train student to the level industry requires.

- 12:12:16 From Corey Reibelt
Probably the most obvious one but talking through a scenario / case study discussing an injury to then target vocab around incidents and first aid
- 12:12:16 From Leonie - Velg Training
Maybe use the colours to have students identify what might be 'good' or 'bad' (Safe or dangerous)?
- 12:12:50 From JoAnne Bowman
Spot the signs within their usual environments then explain what they might be....
- 12:13:44 From Susan Griffith
colours are like traffic light colours
- 12:14:41 From Susan Griffith
where would you position these in your organisation if you wanted people to see them
- 12:16:32 From Susan Griffith
split in to groups and give each group one of the steps to describe to the rest of their group their understanding with examples
- 12:19:03 From JoAnne Bowman
Group work - discuss what they think the images are trying to tell us. Familiarity of these. Tap into existing knowledge of these. ...
- 12:23:10 From Sandra Perry
No question you covered everything so well - Thank you so much.
- 12:23:16 From Charlie Dalton
Thank you, great information and resources
- 12:23:18 From Mirella Roche-Parker
Great stuff - thank you
- 12:23:18 From Leonie - Velg Training
Hi Rachel - great session! Just a quick question: What's your thoughts on allowing/encouraging other language discussions to occur in the class? (ie there are a group of 4 who tend to talk amongst themselves and segregate themselves from the class)
Question was answered by Rachel during the questions time towards the end of the webinar.
- 12:23:22 From JoAnne Bowman
Thanks :)
- 12:23:28 From Susan Griffith
very informative
- 12:23:31 From Marie Anderson
Thank you and thanks to VELG
- 12:24:36 From Susan Griffith
will we be sent a certificate of attendance?

12:24:49 From Penny Brereton
Thanks.

12:25:54 From Corey Reibelt
can it sometimes be a bit of an echo chamber where someone who has come from the same background with similar experiences may then lean heavily on each other and then you may find they may develop similar issues as they rely on each other instead of speaking with others?
*Question was answered by **Rachel** during the questions time towards the end of the webinar.*

12:28:58 From Penny Brereton
Great, thanks again.

12:29:01 From Corey Reibelt
Thank you Rachel greatly appreciated. Wonderful presentation.